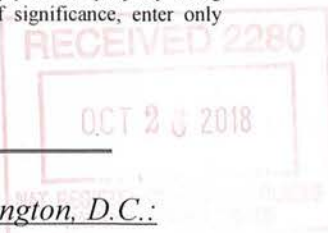


United States Department of the Interior
National Park Service

MP3212

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



1. Name of Property

Historic name: MacFarland Junior High School
Other names/site number: _____
Name of related multiple property listing: Public School Buildings of Washington, D.C.:
1862-1960
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 4400 Iowa Avenue, NW
City or town: Washington State: DC County: 001
Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this X nomination ___ request for determination of eligibility meets
the documentation standards for registering properties in the National Register of Historic
Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
In my opinion, the property X meets ___ does not meet the National Register Criteria.
I recommend that this property be considered significant at the following
level(s) of significance:

___ national ___ statewide X local
Applicable National Register Criteria:
X A ___ B X C ___ D

DAVID MAVONEY / DC SHPO 10/12/2018
Signature of certifying official/Title: Date
DC HISTORIC PRESERVATION OFFICE
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: Date

Title : State or Federal agency/bureau
or Tribal Government

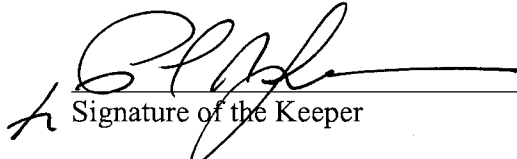
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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)


Signature of the Keeper

12/3/2018
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

EDUCATION/School

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7. Description

Architectural Classification

(Enter categories from instructions.)

20th CENTURY REVIVALS/Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick and limestone

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The MacFarland Junior High School occupies the eastern part of an approximately sixteen-acre triangular-shaped property in the Petworth neighborhood of northwest Washington, D.C. The school, constructed between 1923 and 1932 based on a design developed by Municipal Architect Albert Harris, is designed in the Colonial Revival style. It consists of a five-part plan with a long, seventeen-bay, three-story central block with five-bay, three-story wings to the north and south connected to the central block through hyphens. The original building was constructed in three phases due to fiscal constraints. The central block was the first portion of the school, constructed in 1923. The north classroom wing was completed in 1926, and the south gymnasium wing was completed in 1932.

The building was renovated during the 1970s and in 2016 underwent a program of modernization. Despite the replacement of windows throughout the building and some minor additions to the exterior, the building has integrity of location, setting, design, materials, workmanship, feeling and association.

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Site

The MacFarland Junior High School is located at the eastern part of a triangular parcel of land bounded by Iowa Avenue, NW; Kansas Avenue, N.W.; Upshur Street, N.W.; 13th Street, N.W.; and Allison Street, N.W. within the Petworth neighborhood of Washington, D.C. (Figure 1). The school is raised upon a grassy berm and faces northeast to Iowa Avenue with a sidewalk at street level between the street and school lawn. The front lawn has a few large oak trees along with a few smaller trees. Concrete sidewalks with stairs lead from the sidewalk along Iowa Avenue to the entrances of the school.

Roosevelt High School is located immediate to the west of MacFarland Junior High School, leaving limited open space between the two schools at the rear which is generally occupied by parking. The high school football stadium is situated to the south.

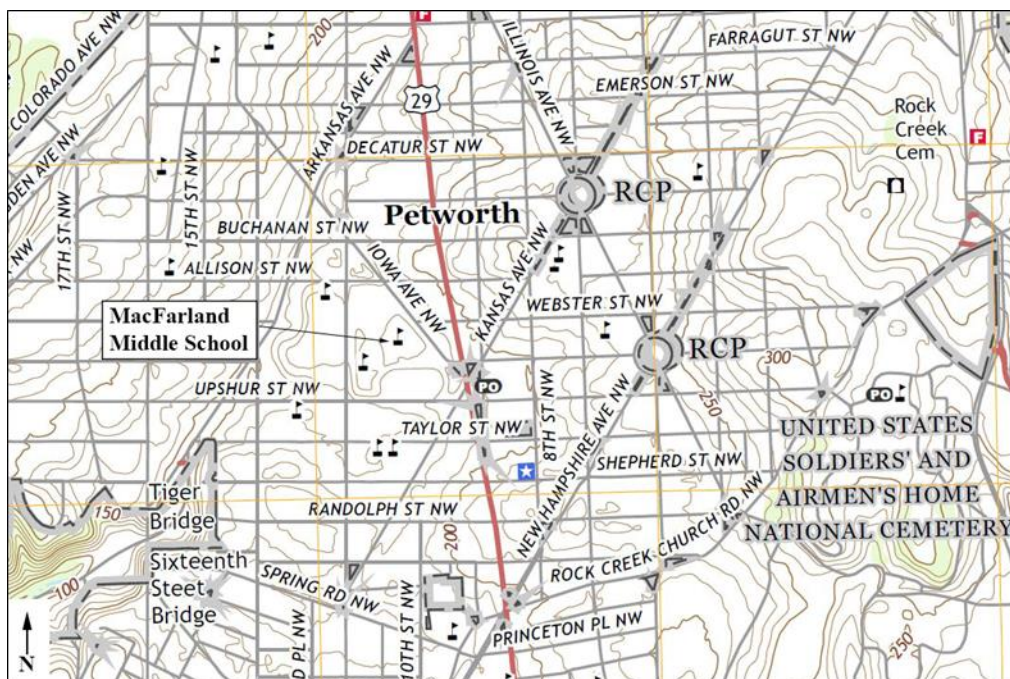


Figure 1: USGS Washington West quad (7.5-minute), showing location of MacFarland Middle School

Exterior

MacFarland Junior High School is a five-part Colonial Revival-style brick school building featuring a three-story, flat-roofed central main block connected to three-story north and south wings by three-story hyphens (Photo 1). A two-story auditorium occupies the center-rear of this main block with wings to either side, while a lower one-story boiler plant with a chimney abuts the west rear wall of the auditorium. The brick walls throughout the building are laid in five- and six-course American bond, and the principal elevations are articulated with giant-order brick

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pilasters, decorative brick spandrels and limestone trimming. The central block and pavilions are divided into symmetrical bays of windows by the brick pilasters spanning the second and third stories and are tied together horizontally by limestone beltcourses and projecting cornices capped by brick parapets at the roofline. The original windows and doors were replaced in the 1970s, and some again as part of a 2017 modernization plan, but the original openings are intact, and the configuration of the sash, including number of light panes, is consistent with the original ones. The building was constructed in phases beginning with the central block, followed by the northern wing providing additional classrooms and the southern wing, the gymnasium.

Central Block (1923)

Built in 1923, the central block of MacFarland Junior High School was the first part of the building to be constructed. It is a three-story building with a front and side wings filled in at the center by an auditorium, capped with a flat roof. The east (front) elevation extends seventeen bays long with each bay defined by single window openings at each of the three floors, separated by giant order brick pilasters spanning the second and third stories. Two limestone stringcourses and a limestone cornice with modillions run horizontally across the façade (Photos 2 and 3).

The two end bays project slightly in front of the plane of the wall and unlike the fifteen other bays that feature rectangular windows with sidelights and transoms, the end bays have, instead, narrow five-light fixed windows giving the end piers and corners of the building greater solidity. The windows on all three stories are all replacements and feature six-over-six, double-hung, painted metal sash with five-light sidelights and three-light transoms. Original plans show the building contained double-hung steel windows with the same sash arrangements.

The first story has three entry doors on-center of the façade flanked by six bays of windows to either side. The three doors are set within recessed bays with molded limestone surrounds (Photo 4). A flat, metal and glass canopy shelters the main entrance into the school. Added as part of the 2016 modernization, the canopy replaced the original metal marquee that featured acroteria at the corners and was hung on cables at a lower height than the current canopy.

The brick spandrels between the second and third story are ornamented with decorative diamond-shaped motifs. The center three bays of the frieze fields a limestone panel inscribed with the name of the school and its date of construction: "AD 1923 MACFARLAND JUNIOR HIGH SCHOOL No. 180." Stone rosettes border the ends of the inscription and sit atop the limestone capitals of the giant-order brick pilasters below.

The rear of the central block consists of two wings that extend perpendicularly from the seventeen-bay long front pavilion with the auditorium in the center and between these wings. The exposed elevations of these wings are less articulated than the east (front) wing, containing no string courses or decorative cornices. Single, six-over-six double-hung replacement windows with three-light transoms, limestone sills and soldier-course brick lintels are arranged in a regular manner across the exposed elevations. Historically, entryways set within slightly projecting brick vestibules in the inside bays of the western elevations provided access to the interior of these wings; the 2016 modernization encased these entries in larger glass-enclosed entry vestibules (Photo 5).

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The auditorium, located at the center part of the central block, rises slightly above the wings of the central block to either side. A brick-faced, flat-roofed heating plant, which was part of the original construction of the central wing in 1923, abuts the rear of the auditorium with a tall chimney stack between the two buildings (Photo 6). Some of the openings to the heating plant have been bricked in as part of the 2016 modernization plan to accommodate a new use of the space for educational purposes. The smoke stack is adorned with classical details including a limestone beltcourse with modillions and blind brick arches spanning the beltcourse and limestone cornice above (Photo 13).

North and South Wings (1925-26 and 1931-32)

The north (classroom) and south (gymnasium) wings of the school, built in 1925-26 and 1931-32 respectively, are identical in design and are connected to the central block by brick hyphens. The wings are three stories tall and are capped by low-hipped roofs obscured by parapet walls. The exterior walls are faced with brick laid in six-course common bond pattern and are divided vertically by giant-order brick pilasters spanning the second and third stories, as in the central block. Two limestone string courses and a limestone cornice with modillions extend across the elevations of both wings.

The east (front) elevations extend five bays wide with a limestone entry vestibule in the center of both pavilions providing access to the interiors (Photos 7 and 8). The limestone vestibule comprises an arched opening on-center with an oversized modillion forming the keystone and a voussoir formed of ashlar stone. Double-leaf, metal replacement doors are capped by a fanlight and original iron sconces project from the limestone walls, flanking the arched entryway. To either side of the entry door are two bays of single replacement windows with six-over-six, double-hung sash with three-light transoms flank the entry vestibule. Brick spandrels between the second and third story windows are ornamented with diamond shaped brick patterning.

The end elevations (north elevation for north wing and south elevation for south wing) contain ten bays of regular fenestration (Photos 9 and 10). The architectural detailing is like that on the east elevation. The second and third story windows are located between brick pilasters with limestone bases and capitals and the same decorative brick pattern work is located between the second and third story windows. The opposite elevations (south elevation for north wing and north elevation for south wing) exhibit similar fenestration with the exception that these elevations are bisected by the hyphens.

The west (rear) elevations of the north and south wings are brick with limited openings, though the brick walls are relieved by recessed panels and blind panels (Photos 11 and 12). Divided into five bays, the walls have giant-order brick pilasters separating long recessed brick panels spanning the two floors. The first story, below the raised limestone foundation, includes four recessed and blind bays to either side of a central entry door. This entry--a brick vestibule with a vaulted opening—is accented by brick quoins, a limestone cornice and limestone rondels. A double-leaf metal door and a fanlight transom is deeply recessed into the vestibule. A six-over-six replacement window with transom located directly above entrance in the second story is the

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only other opening on this elevation. The window has a jack arch brick lintel with limestone keystone.

Hyphens (1926 and 1932)

Narrow hyphens that correspond with interior hallways connect the main block of the school to its north and south wings. Both hyphens are three stories with brick exterior walls laid in a common bond arrangement. Both the east and west elevations contain three bays with regular fenestration of six-over-six, double-hung steel windows with three-light transoms. The west (rear) elevation contains a centrally located vestibule with an arched recessed opening containing a single-leaf metal door with fanlight transom (Photo 12).

Interior

The interior of the main block and wings is arranged largely along double-loaded corridor plans. The main entrance into the main block from the east elevation opens into an entry foyer, which is flanked by large rooms. The auditorium is located directly opposite the entry foyer. The west and east wings along with some portions of the main block contain classrooms located along corridors. The corridors have terrazzo flooring and ceramic tile wainscoting and suspended ceilings (Photo 14). The classrooms are entered from the hallways through recessed openings containing single-leaf, single-light, steel doors with single-light transoms and sidelights. Classrooms have tile floors and suspended ceilings (Photo 15). Water fountains are located within recessed arched nooks. At the end of the corridors are stair halls located inside double-leaf steel doors. A single set of steel stairs provides access between the ground, basement, and upper floors (Photo 16).

The gymnasium, located in the south wing, has hardwood floors and ceramic tile wainscoting applied to the interior walls (Photo 17). The gymnasium is reached through a single steel door from the south hyphen. Double-leaf steel doors at the west end of the gymnasium provides access to storage rooms, a bathroom, a classroom, and a stair hall.

The cafeteria is in the basement of the south wing. The large open area contains tile floors and wainscoting. Two piers are in the center of the cafeteria (Photo 18). Single-leaf steel doors on the west elevation provide access to the kitchen area.

INTEGRITY

MacFarland possesses integrity of location, setting, design, materials, workmanship, feeling and association. It is one of three public buildings constructed on the same triangular site and in the same architectural style by the Office of the Municipal Architect. The building retains its original massing as designed with a main block and side wings with no significant additions. The building's materials and quality workmanship including ornamental brickwork is fully intact. Although the windows are not original, the replacement windows followed the same light configuration as originally designed and built. The building remains in use as a junior high school and retains its feeling and association with its historic context.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE
COMMUNITY PLANNING AND DEVELOPMENT
EDUCATION

Period of Significance

1923-1932

Significant Dates

1923 (Central Block)
1926 (North Wing and Hyphen)
1932 (South Wing and Hyphen)

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Albert Harris, Municipal Architect

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The MacFarland Junior High School was built in three phases between 1923 and 1932 in the growing residential neighborhood of Petworth in northwest Washington, D.C. Until the early 1920s, only a single elementary school served the neighborhood. As elsewhere in the District, the end of World War I lured more residents to the neighborhood, exacerbating the overcrowded condition of and shortages of the city's schools. In response, the construction of public school buildings during the 1920s became the primary mission of a new superintendent of schools, Dr. Frank Ballou, along with that of the Office of the Municipal Architect. In 1925, Congress passed a Five-Year School Building Program Act for the construction of mostly suburban schools, but

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in Petworth the problem could not wait that long. In 1923, MacFarland Junior High School—one of the city’s first purpose-built junior high schools—was funded, designed and constructed.

MacFarland Junior High School was designed by the Office of the Municipal Architect, then under the direction of Albert Harris, the District’s second municipal architect. MacFarland was built in phases with the central block built first in 1923, followed by the north classroom wing in 1925, and the south gymnasium wing in 1932. The wings completed Harris’s initial vision, observing the same strict symmetry as the main block. This phased design anticipated Harris’s “extensible school” model of the 1930s, programmed for expansion into side wings as the need arose or funds became available. In 2016, MacFarland Junior High School underwent a modernization plan that involved replacing replacement windows, adding a new entrance canopy and glass-enclosed entry vestibules at the rear.

MacFarland meets Criteria A and C for listing in the National Register under the Multiple Property Document, *Public School Buildings of Washington, D.C., 1862-1960* with Architecture, Education, and Community Planning and Development as its Areas of Significance. The multiple property document places the building within a period and school subtype “The Office of the Municipal Architect, Albert L. Harris, 1921-34.” The registration requirements for this subtype include, in part:

Extensible designs should be recognized at all stages of development as should interior design to accommodate new educational methods and programs. The development of the junior high school should be recognized, both in building design and educational program. Buildings associated with the educational programs and administrative innovations of Frank Ballou should also be included.

MacFarland Junior High School merits designation under National Register Criterion C as an excellent example of an early, fully realized, and intact junior high school. It is an exemplar of the work of Municipal Architect Albert Harris, as he worked out his ideas for programming the future expansion of schools. With its neighbors Roosevelt High and the Petworth Library, MacFarland comprises an excellent civic complex, the fruit of years of activism by neighborhood groups.

MacFarland Junior High School meets National Register Criterion A for its essential function of educating the youth of Petworth and adjacent neighborhoods for generations. It is significant for being among the first four of the District of Columbia’s first junior high schools and one of two of the first purpose-built junior highs. It also represents the major construction campaign of the 1920s, meant to address a crisis in school overcrowding.

MacFarland Junior High School retains integrity of design, materials, workmanship, location, setting, feeling, and association. The original plan consisting of a central block with classroom wings appended by hyphens remains intact, as does the Colonial Revival detailing including the modillioned cornice, pilasters and accented entrances. The building is also located at its original location and shares its lot with two other municipal buildings, Roosevelt Senior High School and the Petworth Neighborhood Library.

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The Period of Significance extends from 1923 to 1932 representing the beginning and end dates of construction of the school building. As a formerly white school, MacFarland only incidentally participates in the story of the struggle for civil rights in terms of equal access to education. Its proposed period of significance, 1923 to 1932 thus only reflects the era of its construction.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Community Planning and Development/Education: MacFarland Junior High School was one of the first schools to be built during one of the most prolific periods of school construction in District history. The school's construction represented a major initiative to expand educational facilities to suburban locations during the early twentieth century. Largely in response to suburban growth which had fueled development in the city's periphery for decades, the District of Columbia began an intense school building effort during much of the interwar years between World War I and World War II. The foundation of this effort was the Five-Year School Building Program Act passed by Congress in 1925. The five-year school building program alleviated overcrowding and congestion that plagued District schools. Most of the schools constructed during earlier eras were built to hold smaller student populations in more confined inner-city locations. The Five-Year School Building Program addressed the needs for construction in the expanding suburban areas. Delays in program funding reflected the economic downturn from the Great Depression that derailed the construction of many schools. Most of the school projects were ultimately completed during the 1930s.

Initial construction of MacFarland preceded the establishment of the District's five-year school building program of 1925 and as such MacFarland represents an important precursor design for the vast majority of schools that were subsequently constructed in the 1920s and 1930s.

In addition, MacFarland Junior High School represents the first phase of a notable local community planning effort undertaken by the City to harmonize design elements of three monumental public buildings within the Petworth neighborhood constructed during the 1920s and 1930s. MacFarland Junior High School was the first school constructed on the parcel followed by the Roosevelt Senior High School in the early 1930s. The Petworth Neighborhood Library represented the third Colonial Revival-style local public building constructed on the parcel in 1939. All three resources, Petworth Library, MacFarland Junior High School, and Roosevelt Senior High School represent likely the finest examples of early twentieth century site contextualization that involved local public architecture executed on Georgian/Colonial Revival designs within the portion of Northwest Washington D.C. beyond the National Mall.

Architecture: MacFarland Junior High School is an early work of Municipal Architect Albert Harris, who was influential in shaping the Colonial Revival aesthetic in school designs that characterized much of the city's school expansions during the 1920s and 1930s. Harris's design ideals represented a notable departure from those of his predecessor Snowden Ashford. While

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Ashford favored the irregularity of Gothic or Tudor (also known as Elizabethan) architecture for public building design in the District of Columbia, Harris favored the uniformity and adaptability for public space projects that Colonial and Classical designs offered. Harris considered the Colonial Revival readily adaptable to municipal buildings in a variety of scales, forms, and settings. Beyond their programmatic flexibility, Colonial Revival styles, Harris felt, conveyed a sense of dignity, simplicity, and permanence, all traceable to their roots in Colonial and Federal America.

Harris's designs were also characteristic of a time during the early twentieth century when Colonial Revival styles were popular and in vogue. The Commission of Fine Arts, which provided direction through architectural design review, favored Colonial Revival designs for public buildings, most especially public schools in the District of Columbia. Colonial Revival styles became popular following the 1876 Centennial, and their popularity lingered through the 1920s. Pattern books emerged in the first decades of the twentieth century capturing the ideals of the style. Starting in 1898, *The American Architect and Building News* published a series called, "The Georgian Period: Being photographs and Measured Drawings of Colonial Work with Text," which provided many examples of Colonial Revival construction. Later in 1915, *The White Pine Series of Architectural Monographs* often published photographs depicting examples of Colonial Revival architecture. Many Colonial Revival houses constructed between 1915 and 1935 were influenced by the works published in these sources.¹ Newly developed suburban neighborhoods throughout the country were designed with Colonial Revival styled houses. Because most of the school construction for the District of Columbia was planned for the new suburbs, it is not surprising that Harris viewed the Colonial Revival as more compatible with residential neighborhoods in which the new schools were to be sited in contrast to Elizabethan and Gothic Revival architecture widely adopted for school design only a generation earlier.

MacFarland Junior High School is an excellent example of the physical embodiment of Harris's Colonial Revival school design. As one of the first schools built on his three-part Colonial Revival model, MacFarland influenced future designs, including a standardized school design, which reflected a refinement of the design principals embodied in MacFarland and other early examples. Most of the original exterior design of the school remains intact, consisting of the wing classroom buildings flanking and attached through hyphens to a central main block. Much of the original Colonial Revival detailing on the building remains intact, including stone quoins, cornice elements, and formal entries with classically inspired surrounds and classical entry porticos. The symmetry related to overall scale and massing of major components of the design and overall scale of the entire building reflects the balance and proportions embodied in well executed Colonial Revival designs.

HISTORICAL BACKGROUND

Built in phases between 1923 and 1932, MacFarland Junior High School opened to students in December 1923. The school was named for the recently deceased Henry B.F. MacFarland, a lawyer and civic leader who had served as a District Commissioner between 1900 and 1910.

¹ Virginia and Lee McAlester, *A Field Guide to American Houses*, 1992:326

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The center block of MacFarland was the first to be completed; the north wing was constructed in 1925, and the south wing was completed in 1932.²

Development of the Public-School System in the District of Columbia

Legislation passed by Congress in 1804 provided the legal basis for the development of the public-school system in the District of Columbia. It established a board of trustees, led by the President of the United States, which looked to create a system of primary and secondary schools. The school system remained small through the mid-nineteenth century, and classes were held in residences and commercial buildings rather than purpose-built schools. Schools for African American children were informally created through the sponsorship of private citizens and religious groups, and classes were held in churches and other structures. Congress formally established a separate black school system in 1862.³

The District's school system underwent a period of modernization, beginning in the 1860s. New schools, such as the Wallach (1864), Franklin (1869), and Seaton (1871) Schools, represented the first substantial investment in the construction of modern, purpose-built school facilities. Legislation providing for a more equitable distribution of school funding resulted in the construction of new, modern schools for Washington's African American students, epitomized by the Charles Sumner School (1871-72). In 1874, the territorial form of government was abrogated in favor of a permanent system of municipal government administered by a group of three commissioners. In addition, the District's school system, consisting of Washington City, Georgetown, Washington County, and black schools, was consolidated into a single unified system which operated under a single school board composed of both white and black members. Beginning in 1878, the newly created Office of the Building Inspector oversaw the design of new schools. The schools were of brick construction and generally reflected the Romanesque Revival style. They were also small and distributed geographically to serve individual neighborhoods. Beginning in the 1890s, the District began soliciting design services from private architects, working in coordination with the Office of the Building Inspector.⁴

After the turn of the century, the Board of Education's concerns for the health and welfare of students led to initiatives to improve school facilities, and modernization of the District of Columbia school system began. The old schools, constructed during the nineteenth century, relied on natural light and were heated by hot air furnaces. Many of the District's schools were also located on small lots that either did not afford playgrounds or the playgrounds were too small. The first significant legislation addressing improvements to school facilities was legislation enacted on 20 June 1906, which reorganized the educational system for the District of Columbia. This legislation addressed the need for the abandonment of old schools constructed in the 1870s and 1880s that were either obsolete or were no longer used due to population demographic changes. To do this, Congress provided funding for the construction of new schools. Between 1908 and 1920, the Board of Education constructed or renovated more than 30

² "MacFarland Junior High School," *Public School Building Survey*, District of Columbia, D.C. Public Schools and Historic Preservation Office, 1987.

³ National Register of Historic Places, Public School Buildings of Washington, D.C., 1862-1960, Multi-Property Listing, Washington, District of Columbia, National Register #64500851, E1-6.

⁴ Public School Buildings of Washington, D.C., 1862-1960, E6-11.

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elementary schools. Suburban expansion played a large role in the location of the new schools. Many of the new schools were in new suburban Washington neighborhoods, whose growth on the periphery of the urban core was fueled by streetcars and eventually the automobile. The Board of Education abandoned older schools in central city neighborhoods whose resident population was dramatically shrinking as people relocated to the suburbs.⁵

Even with many new schools being built, school construction was not keeping pace with growing student populations, fueled by increasing growth of communities like Chevy Chase. Between 1910 and 1920, elementary school enrollment increased from 49,481 to 56,526. The kindergarten population alone rose from 2991 to 4392.⁶ Schools coped with the growing populations in many ways. The Board of Education enlarged class sizes and occasionally acquired rental buildings for classrooms. Probably the most popular solution was the use of portable classrooms. The Board of Education sanctioned the construction of portable classrooms on school reservations where overcrowding conditions required immediate alleviation.

During the twentieth century, Washington's public schools increasingly offered a more diverse range of educational and vocational programming, which affected the design of new schools. The practice of commissioning private architects continued, resulting in greater stylistic variety. The Organic Law of 1906 formally outlined the responsibilities of the U.S. Congress, District Commissioners, and the Board of Education, and bestowed executive authority to the Superintendent of Schools. The Act also created a commission, known as the Schoolhouse Commission, to make recommendations for the improvement of Washington's schools.⁷

The Board of Education proposed a Five-Year Building Program of school construction to alleviate the crowded school conditions being experienced in the developing areas of the District. Proposed under the program were the construction of new high schools and junior high schools, additions to existing school buildings, and new playgrounds. It was within this context that Harris designed many architecturally significant new schools during the late 1920s. In meeting the challenge afforded by the 1925 Five-Year Building Program, Harris developed a prototypical extensible Colonial Revival school building that could be replicated and tailored to specific sites and needs. A new concept in the District's schools, extensible buildings were designed to be constructed in stages as needed, obviating later incompatible additions⁸

Petworth Neighborhood

The expansion of streetcar lines during the late nineteenth century led to the development of neighborhoods such as Petworth, Brookland, Park View, Mount Pleasant, and Woodley Park as the city spread to the north. A group of speculative investors that included Brainard H. Warder, E. A. Paul, and B. H. Warner acquired the Marshall Brown property and part of the historic Tayloe family estate between 1886 and 1888. In 1889, they subdivided these lands to create the Petworth neighborhood. The subdivision was one of the largest created in Washington during

⁵ Robert Haycock, "Sixty Years of the Public Schools of the District of Columbia", Columbia Historical Society Records, v. 48, 1946-1947:48-53.

⁶ Haycock 1946-1947:67.

⁷ Public School Buildings of Washington, D.C., 1862-1960, E11-13.

⁸ Ibid.; "Building of 23 New Schools Proposed in 5-Year Program," *Washington Post*, December 18, 1924.

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this period, and extended from Hamilton Street, N.W. south to Rock Creek Church Road, and from Georgia Avenue east to Third Street, N.W. Laid out just prior to the passage of the Highway Act in 1893, Petworth's street grid largely adhered to the pattern of Washington's existing streets and avenues, reinforced by the prominent diagonals of New Hampshire and Kansas Avenues.⁹

The construction of MacFarland Junior High School was a reflection of the high rate of residential development and population growth occurring in the Petworth area during the interwar years. The 1920s witnessed vigorous speculative row house construction in Petworth by Morris Cafritz and other local developers. Reporting on the rapid pace of development in Petworth, *The Washington Post*, in 1926, stated that:

The advantages of this section are many, and the growth has certainly been remarkable. It was but a few years ago when a large part of Petworth was unimproved land consisting of golf courses and numerous farms and wooded tracts; but today the vast development and change is apparent to anyone who visits that section.¹⁰

Petworth was also attractive due to its proximity to public transportation, with numerous streetcar and bus lines providing connections to downtown Washington. Real estate developers and local newspapers also cited the area's high elevation and many parks as desirable amenities. Petworth's residential architecture is characterized by attached brick rowhouses, which like MacFarland Elementary School, are mostly executed in the Colonial Revival style. Residential development in the neighborhood primarily occurred between 1900 and 1930.

Crowded and unsanitary school conditions in Petworth had been a recurring issue for the growing community for some time leading up to the construction of the Macfarland Junior High School. The Petworth Elementary School at Eighth and Shepherd Streets, N.W., designed by architect Appleton P. Clark, Junior, was completed in 1902, and was later expanded with additions during the 1920s.¹¹ As early as 1905, however, the Petworth Citizens' Association was communicating with members of Congress in an effort to obtain more money for school improvements and development.¹² In 1907, the District Health Department had found that conditions had deteriorated at the Petworth, Emery, and Barret Schools, such that the School Board had recommended their closure within thirty days unless needed repairs and upgrades were made.¹³

⁹ Frederick Gutheim, *Worthy of the Nation: The History of Planning for the National Capital* (Washington: Smithsonian Institution, 1977), 104, 107; Matthew B. Gilmore and Michael R. Harrison, "A Catalog of Suburban Subdivisions of the District of Columbia," *Washington History* 14, no. 2 (Fall/Winter 2002/2003): 49-50.

¹⁰ Morris Cafritz, "Petworth Called Most Flourishing Section of Capital," *The Washington Post*, February 28, 1926, R2.

¹¹ Antoinette J. Lee, *D.C. Public School Building Survey*, prepared for D.C. Public Schools and the D.C. Historic Preservation Office, 1987.

¹² "Petworth is Ambitious," *Washington Post*, October 11, 1905, 5.

¹³ "May Close Schools," *Washington Post*, November 3, 1907, 20.

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Ten years later, school officials and residents were voicing concern over increasingly crowded school conditions in the Langdon, Woodbridge, Petworth, Park View, Takoma Park, Chevy Chase, and Columbia Heights neighborhoods, given the population increases that occurred in the District during World War I.¹⁴ District elementary and high schools experienced a record enrollment of over 50,000 students in November of 1919, prompting the *Washington Post* to observe that “Washington has not returned to anything like its prewar population.”¹⁵ At this time, there was growing interest in establishing a system of junior high schools in Washington, and in 1919 the Board of Education decided to open an experimental junior high school modeled on successful examples in other American cities. The old Central High School building, which had been abandoned during World War I and used for government purposes, was reclaimed for educational use as the Columbia Junior High School, with Alice Deal, who had been instrumental in its establishment, serving as its principal. By 1921, the success of the school had led to Congressional appropriations for two additional new junior high schools in Petworth and Eckington.¹⁶

Planning and Construction

Planning and initial construction of the MacFarland Junior High School began in 1921. Authorization to build the school was provided through the deficiency appropriations act, approved June 16, 1921, which directed the D.C. Commissioners to construct a twenty-four-room junior high school. The school was constructed on District-owned land located in Square 2915 that was originally allocated to the nearby District Tuberculosis Hospital, located in Square 2821 to the west of Thirteenth Street.¹⁷

In February of 1922, the D.C. Commissioners announced that the school would be named in honor of the late Henry B. F. MacFarland.¹⁸ A native of Philadelphia, MacFarland (1861-1921) was a prominent attorney who served as the president of the board of D.C. Commissioners from 1900 until 1910. In addition, he sat on the executive board of the American Civic Association, was president of the International Convention of the Y.M.C.A., and served as a member of the committee on labor of the National Council of Defense during World War I. Upon his death, D.C. Commissioner Cuno H. Rudolph proclaimed that, “no man rendered such service or gave more of himself toward the building up of a great national capital - in season and out, as a public servant or private citizen – than he did.”¹⁹

The Commission of Fine Arts approved plans for the MacFarland and Langley Junior High Schools in July of 1922. At the time, school officials planned to only construct the central block of the extensible MacFarland school, with the two side wings to be completed later. The original plans specified that the building would measure 200 feet in length, 150 feet in width, and fifty feet in height, with a raised basement and classrooms on both floors. In total, the plans called for twelve classrooms and ten shop rooms for vocational training, capable of accommodating 800

¹⁴ “Lack of Room,” *Washington Post*, September 19, 1917, 2.

¹⁵ “50,000 Enter Schools,” *Washington Post*, September 23, 1919, 7.

¹⁶ “Bridge Between Elementary and High Schools,” *Washington Post*, October 30, 1921, 60.

¹⁷ “Suggests Change in Patients’ Care,” *Evening Star*, September 21, 1921, 10.

¹⁸ “Names for Projected D.C. School Buildings,” *Evening Star*, 8.

¹⁹ “H. B. F. MacFarland, Ill 6 Months, Dead,” *Washington Post*, October 15, 1921, 2.

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students. The building was also to contain an assembly hall, located in the central block. The gymnasium, temporarily located in the assembly hall, would be moved into one of the wings once they were completed.²⁰

In December of 1922, the District awarded the contract for the construction of the Langley and MacFarland Junior High Schools to Michael Serretto, who entered the lowest bid of \$592,000 for both schools. It was necessary, however, for the Commissioners to revise the original plans, eliminating the assembly hall from their designs, before any offers were received within the appropriation.²¹

MacFarland Junior High School opened on December 4, 1923.²² The school was officially dedicated on January 21, 1924.²³ At the time, the central block of the school remained uncompleted due to the insufficient appropriation for its construction. The school was identical in design to that of Langley Junior High School at Second and T Streets, N.E. While the school was being constructed, students attended classes at the West and Petworth Schools.²⁴

School congestion continued to be a problem in the Petworth area, even after the construction of MacFarland Junior High School. Shortly after the school's official opening, the *Washington Post* reported that 798 students in the area were using portable classrooms at the Petworth, Park View, and Brightwood Park Schools. The problem was compounded by budget cuts for school construction. The Bureau of the Budget eliminated emergency funds in the 1924 budget request for an addition to the North Petworth School and the construction of the two side wings at MacFarland.²⁵

To address these issues, the District Board of Education released a five-year construction program in December of 1924, which called for the building of twenty-three new schools, numerous additions to existing schools, and the development of new school playgrounds. Among the many projects included in the proposal were funds for two wings and a combination gymnasium-assembly hall at MacFarland, and new additions to the Langley and Stuart Junior High Schools.²⁶

In 1925-26, the District constructed a new north wing on the school. The contract for its construction was awarded to the Frank E. Hartman Co. for \$146,575.²⁷ The south wing was

²⁰ "Plans Approved for Two Schools," *Evening Star*, July 21, 1922, 2.

²¹ "Serretto Low Bidder," *Evening Star*, December 14, 1922, 2; "Contracts Awarded for Junior High Schools," *Evening Star*, December 21, 1922, 1.

²² "MacFarland High Opens," *Washington Post*, December 4, 1923, 12.

²³ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 14, January 16, 1924 meeting, 7, Sumner School Archives, Washington, D.C.

²⁴ "MacFarland School to be Opened Today," *Washington Post*, December 3, 1923, 2.

²⁵ "Crowded Schools and Financial Lack Perplex Officials," *Washington Post*, April 1, 1924, 11.

²⁶ "Building of 23 New Schools Proposed in 5-Year Program," *Washington Post*, December 18, 1924, 1.

²⁷ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 16, April 7, 1926 meeting, 8, Sumner School Archives, Washington, D.C.

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added in 1931-32. The contract was awarded to Lee Paschall of Richmond, Virginia for \$166,700.²⁸

Albert Harris

Albert Harris was the second Municipal Architect of the District of Columbia. Congress created the position of Municipal Architect in 1909 during a reorganization of the Engineer Commissioner's building department, and charged this position with the duties to design and construct all new municipal buildings. In 1910, congressional legislation created the Commission of Fine Arts (CFA), which was authorized to review the designs for new municipal buildings in the District, including public schools. The first Municipal Architect, Snowden Ashford (1910-1921) preferred the Gothic and Tudor Revival styles for school buildings. The CFA, however, endorsed the City Beautiful aesthetic promulgated by the McMillan Commission, and the adoption of a uniform stylistic scheme for school design. Specifically, the CFA recommended adherence to the classical tradition which had shaped the early monumental architecture of the capital.²⁹

Albert L. Harris was appointed Municipal Architect in 1921 and oversaw an extensive post-World War I program of new school construction. Harris, who favored the Colonial Revival style, enjoyed a good working relationship with the CFA, and worked closely with the Commission on the design of new schools. The Colonial Revival was uniquely suited to the design of new school facilities in 1920s Washington, as it drew on Palladian classicism while remaining visually subordinate to the Early Classical, Beaux-Arts, and Neoclassical aesthetic of the capital's monumental edifices.³⁰

Harris was born in Wales in 1869 and immigrated to Washington D.C. at a young age. After receiving his Bachelor of Science in Architecture from George Washington University, he joined the prominent D.C. firm Hornblower & Marshall. After ascending to a partnership in that firm, Harris was appointed Municipal Architect in 1921 and remained in that position until his sudden death in 1933.³¹

During his tenure, Harris developed a recognizable prototype for academic buildings, favoring Colonial Revival style buildings whose exterior massing presented clearly defined programmatic divisions. Examples of school buildings designed during Harris's tenure as Municipal Architect include Roosevelt High School, Francis Junior High School, Garnet-Patterson Junior High School, J.F. Cook School, Stuart-Hobson Middle School, Gordon Junior High School, Key Elementary School, Murch Elementary School, McKinley Senior High School, and Langdon Elementary School. The abilities of Harris were highly regarded both by the Board of Education and the Commission of Fine Arts who, after the architect's death, published these praises:

²⁸ Board of Education of the District of Columbia, *Minutes of the Board of Education of the District of Columbia*, Vol. 22, September 9, 1931 meeting, 1, Sumner School Archives, Washington, D.C.

²⁹ Public School Buildings of Washington, D.C., 1862-1960, E13-14.

³⁰ Public School Buildings of Washington, D.C., 1862-1960, E14-15.

³¹ *Washington Evening Star*, 24 February 1933.

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The Commission of Fine Arts in discussions with the exceptionally able municipal architect, the late Albert L. Harris, realized the opportunity to adopt a general type of architecture for school and engine houses and police stations, as also gasoline service stations in the District of Columbia. The so-called Georgian style is flexible in its uses and gives the maximum of light and air...As a result of this decision the District buildings are simple, commodious, and of good proportion...Appropriateness, dignity, simplicity, and permanence have thus been gained. Differences in use have given sufficient individuality to the structures...The Theodore Roosevelt and the Woodrow Wilson High Schools, large structures, are other examples of the dignity, good taste, and adaptability of the colonial architecture.³²

Harris's Colonial Revival design preferences were closely aligned with the ideals and preferences of the Commission of Fine Arts. Congress established the Commission of Fine Arts in 1910 and charged the organization with the review of the designs of the Office of the Municipal Architect. Early on, the Commission favored design elements for schools that reflected uniformity and symmetry that incorporated Colonial Revival elements. This often placed the commission at odds with Harris's predecessor, Snowden Ashford, who favored more eclectic designs based on Gothic and Tudor influences. The appointment of Harris to the post of Municipal Architect proved to make for a better working relationship between the Office of the Municipal Architect and the Commission of Fine Arts as it related to school design.³³

After the passing of the five-year building program, Harris, accompanied by Superintendent Frank Ballou and board member Ernest Greenwood, embarked upon a tour of recently constructed schools in 1925. The purpose of these site visits was to observe and learn concepts that might work well and be adapted to new school construction for the District. The three men visited schools as far away as Rochester, New York. Harris also traveled overseas to study municipal designs in Italy and France.³⁴

Whatever the influence of his travels, Harris's designs addressed needs particular to the District. His design for new elementary schools provided for between sixteen and twenty rooms and kept excavation to a minimum. The design reflected the Colonial Revival stylistic influences based on symmetrical proportions favored by the Commission of Fine Arts that could be constructed in stages as funding became available. It provided for a main central building block, capped by a large cupola and containing an entry portico. Harris designed the central block primarily to house the school's administrative offices and the auditorium/gymnasium.³⁵ Classrooms were designed to be housed in wings located in separate buildings attached to both sides of the main block through hyphens. Colonial Revival design elements were carried on through these wings, which featured symmetrical facades and classical entry porticos with doorways containing elaborate surrounds. The new designs received praise for its more pleasing proportions that allowed for more architectural elaboration and landscaping. A description of the school plan and illustration

³² Commission of Fine Arts, *Twelfth Report of the Commission of Fine Arts, 1929-1934*, (Washington, D.C.: Government Printing Office, 1936), 79-80.

³³ Kimberly Prothro Williams, *Schools For All, A History of DC Public School Buildings 1804-1960*:15-16.

³⁴ Kent C. Boese, Blanche Kelso Bruce School, National Register of Historic Places Registration Form, 2013

³⁵ Kent C. Boese, Blanche Kelso Bruce School, National Register of Historic Places Registration Form, 2013

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that was published in *School life* in 1920 and reprinted in the Report of the Board of Education of the District of Columbia, 1928-1929:

...whereas the former type was shaped like the letter T, the new type may be conceived as like the letter E, with the tongue of the letter reversed. Reduced to two-stories, the building covers more ground area. Between two wings, a central auditorium, ornamented by an attractive cupola, is set back, thus affording more light and air to all parts of the structure. Using the colonial style of architecture, many pleasing effects have developed here and in the most satisfactory way. The approach to the main entrance is made attractive by appropriate landscaping. Improving the outlook upon this garden spot, bay windows are provided in the rooms facing the front area from the two wings...On the ground floor a combination of assembly-gymnasium is provided in the central unit...On the second floor over the main entrance is a large alcove which may be used very effectively for exhibits or as a museum. There have been provided an office for the principal, the unusual storerooms, and a well-equipped teacher's room with a kitchenette.³⁶

Harris's elementary school design was first exemplified in the construction of the Langdon School, completed in 1929. An increase in school construction occurred in the years that followed. The upturn in construction was possibly a result of the new economical designs, but probably also reflected increase funding provided for school construction. The construction of 133 elementary school classrooms in a period of 18 months during 1931 and 1932 represented the largest program authorized by Congress for school construction to that time. The 1930-31 Report of the Board of Education identified the new schools part of the building program and their estimated dates of completion (Table 1).

³⁶ Report of the Board of Education of the District of Columbia, 1928-1929:4.

MacFarland Junior High School
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9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 2.0

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 38.94362° Longitude: - 77.02778°
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

MacFarland Junior High School
Name of Property

District of Columbia
County and State

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|-----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

Verbal Boundary Description (Describe the boundaries of the property.)

The National Register boundary for MacFarland Junior High School includes the eastern portion of Lot 802 in Square 2915 in the District of Columbia. Lot 802 is bounded by Allison Street, N.W., Iowa Avenue, N.W., Thirteenth Street, N.W., and Upshur Road, N.W and includes MacFarland Junior High School, Petworth Library and Roosevelt High School. The portion of the lot being nominated for MacFarland Junior High School is the approximately two-acre eastern side of the larger lot, demarcated on the south by the Roosevelt High School stadium, on the west by the rear of Roosevelt High School, and on the east by Iowa Avenue. The lot includes the parking area for MacFarland Junior High at the southeast corner of the demarcated lot, and Roosevelt Driveway which extends from Iowa Avenue around the south side of MacFarland. On the north, the boundary follows the southern edge of the drive that runs west from Iowa Street and leads to a small parking area for Roosevelt High School, then heads south, picking up the set of stairs that carry pedestrians around to the rear of MacFarland Junior High School

Boundary Justification (Explain why the boundaries were selected.)

Lot 802 has been associated with the three public buildings on the site since their respective dates of construction in the 1920s and 1930s. The boundaries drawn for MacFarland Junior High School include the school building, its parking lot and immediate grounds.

MacFarland Junior High School
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District of Columbia
County and State

11. Form Prepared By

name/title: Eric Griffiths and John Gentry
organization: EHT Traceries
street & number: 440 Massachusetts Avenue NW
city or town: Washington, DC state: DC zip code: 20001
e-mail _____
telephone: 202 393-1199
date: November 2018 (edited and finalized) _____

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: MacFarland Junior High School
City or Vicinity: Washington, D.C.
County: State: DC
Photographer: Photos 1-13 Kim Williams (DC SHPO); Photos 14-18 Eric Griffiths (EHT Traceries, Inc.)
Date Photographed: October 2018 (Photos 1-13); October 2017 (Photos 14-18)

MacFarland Junior High School
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District of Columbia
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Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 1: DC_MacFarland Junior High School_0001.tif: East Elevation, Looking Southwest

Photo 2: DC_MacFarland Junior High School_0002.tif: East Elevation of Central Block, Looking southwest

Photo 3: DC_MacFarland Junior High School_0003.tif: Detail, East Elevation of Central Block, Looking southwest

Photo 4: DC_MacFarland Junior High School_0004.tif: Detail, Main Entrance on East Elevation of Central Block, Looking southwest

Photo 5: DC_MacFarland Junior High School_0005.tif: Central Block South End Pavilion, South and West Elevations, Looking northeast

Photo 6: DC_MacFarland Junior High School_0006.tif: South and West (rear) elevations of heating plant, looking Northeast and showing 2016 vestibule

Photo 7: DC_MacFarland Junior High School_0007.tif: North Wing, East elevation looking southwest

Photo 8: DC_MacFarland Junior High School_0008.tif: Detail, Entry Vestibule, South Wing looking southwest

Photo 9: DC_MacFarland Junior High School_0009.tif: North Wing, North Elevation, Looking Southeast

Photo 10: DC_MacFarland Junior High School_0010.tif: South Wing, South Elevation, Looking Northwest

Photo 11: DC_MacFarland Junior High School_0011.tif: West Elevation, South Wing, Looking northeast

Photo 12: DC_MacFarland Junior High School_0012.tif: West Elevation, North Wing, Looking northeast

Photo 13: DC_MacFarland Junior High School_0013.tif: Detail of Chimney Stack, Looking skyward

Photo 14: DC_MacFarland Junior High School_0014.tif: Interior Corridor in South Wing, Looking West

Photo 15: DC_MacFarland Junior High School_0015.tif: Classroom in North Wing, Looking Southeast

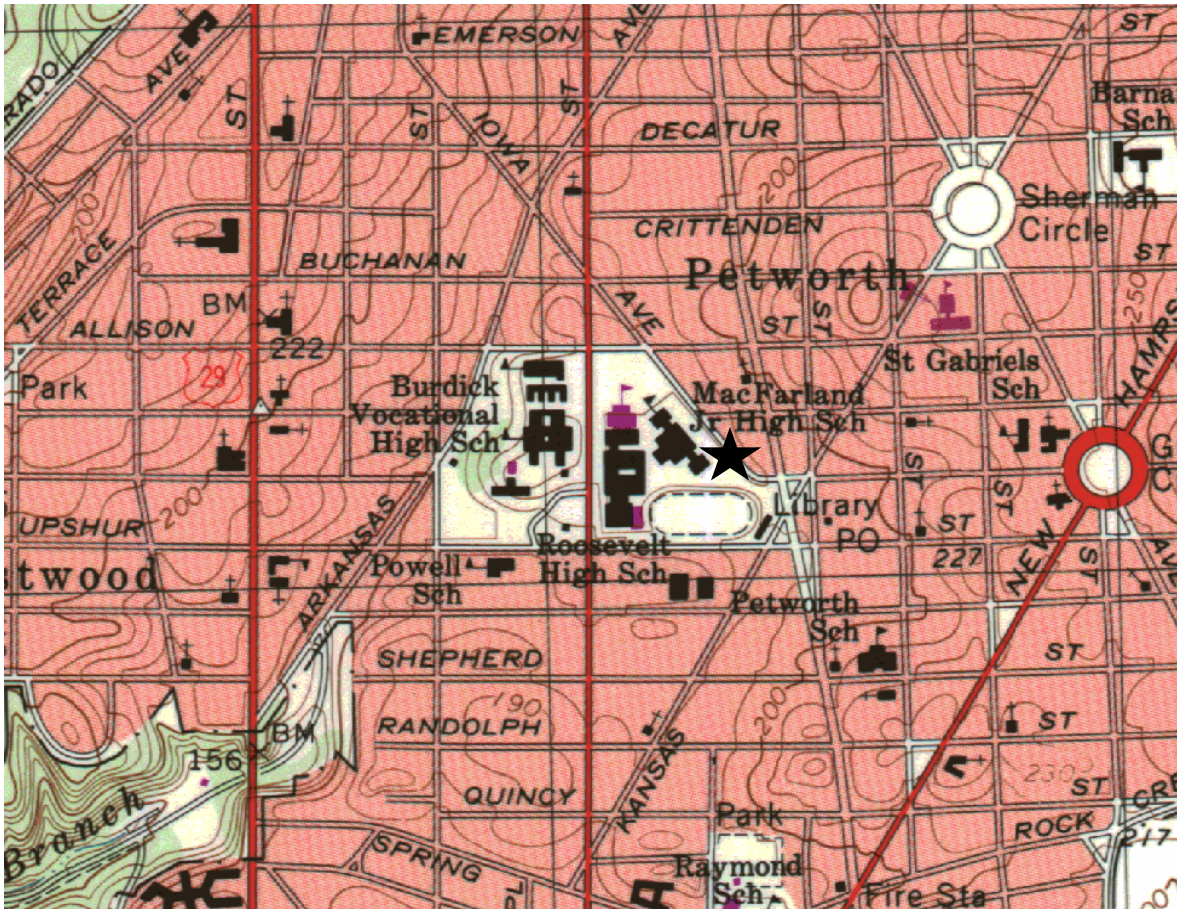
Photo 16: DC_MacFarland Junior High School_0016.tif: Stair Hall in North Wing, Looking East

Photo 17: DC_MacFarland Junior High School_0017.tif: Gymnasium, Looking Northwest

Photo 18: DC_MacFarland Junior High School_0018.tif: Cafeteria, Looking Northwest

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Vicinity Map (USGS Washington West Quad)

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Site Map showing National Register Boundary of MacFarland Junior High School
(D.C. Atlas, 2017)

MacFarland Junior High School
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Key to Photographs

MacFarland Junior High School
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Photo 1



Photo 2

MacFarland Junior High School
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Photo 3

MacFarland Junior High School
Name of Property

District of Columbia
County and State



Photo 4



Photo 5

MacFarland Junior High School
Name of Property

District of Columbia
County and State



Photo 6

MacFarland Junior High School
Name of Property

District of Columbia
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Photo 7



Photo 8

MacFarland Junior High School
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Photo 9



Photo 10

MacFarland Junior High School
Name of Property

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Photo 11



Photo 12

MacFarland Junior High School
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Photo 13

MacFarland Junior High School
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Photo 14



Photo 15

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Photo 16



Photo 17

MacFarland Junior High School
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Photo 18

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.





WALTER MACFARLAND JUNIOR HIGH SCHOOL 1910

AD 1923 - MACFARLAND JUNIOR HIGH SCHOOL - Nº 180





ICPS Language
Acquisition Division
Welcome Center





























UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: MacFarland Junior High School

Multiple Name: Public School Buildings of Washington, DC MPS

State & County: DISTRICT OF COLUMBIA, District of Columbia

Date Received: 10/26/2018 Date of Pending List: 11/16/2018 Date of 16th Day: 12/3/2018 Date of 45th Day: 12/10/2018 Date of Weekly List:

Reference number: MP100003212

Nominator: State

Reason For Review:

- | | | |
|---|--|---|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input checked="" type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 12/3/2018 Date

Abstract/Summary Comments: The MacFarland Junior High School is locally significant under National Register Criteria A and C in the areas of Education, Community Planning and Development, and Architecture. Responding to significant population growth in the city following World War I, the construction of the MacFarland School was an important component of an intensive school building program designed to provide modern and efficient educational facilities to the city's growing outlying neighborhoods. Designed under the direction of Albert L. Harris, the 1923-1932 school complex represents an excellent local example of early twentieth century Colonial Revival-style educational design, embodying the planning and construction goals of the city's multi-year expansion program. Co-located on an expansive lot with the later-built Roosevelt High School and Petworth Branch Library, the Junior High School also represents a significant example of local civic planning and cohesive neighborhood development during the historic period. The building meets the Registration Requirements of the Public Schools in DC MPS.

Recommendation/ Criteria: Accept NR Criteria A and C

Reviewer: Paul Lusignan Discipline: Historian

Telephone: (202)354-2229 Date: 12/3/2018

DOCUMENTATION: see attached comments : No see attached SLR : No

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



MEMO

DATE: October 24, 2018

TO: Paul Lusignan

FROM: Kim Williams *KW*

RE: Transmittal Letter for Roosevelt High School and MacFarland Junior High School
National Register Nominations

Please find enclosed two disks for Roosevelt High School National Register nomination. The enclosed Disk 1 (of 2) contains the true and correct copy of the nomination. The enclosed Disk 2 (of 2) contains photographs as per the NR photo requirements.

Please find enclosed two disks for MacFarland Junior High School National Register nomination. The enclosed Disk 1 (of 2) contains the true and correct copy of the nomination. The enclosed Disk 2 (of 2) contains photographs as per the NR photo requirements.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



MEMO

DATE: November 27, 2018

TO: Paul Lusignan

FROM: Kim Williams *kw*

RE: Re-Submissions for Petworth Library, Roosevelt High School and MacFarland Junior High School National Register Nominations

Attention: Paul

Please find enclosed three disks with revisions to the National Register nominations for Petworth Library, MacFarland Junior High School and Roosevelt High School. These disks provide revised boundary descriptions and boundary maps for each nomination, along with other minor text revisions. Each disk labeled Disk 1 (of 2) contains the true and correct copy of the nomination and should replace the previously submitted disks. Disks 2 (of 2) were previously submitted, so are not included here.